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AUTHOR Trute, Joy W.
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ABSTRACT

A practicum is reported that was designed to organize collaborative efforts among primary, English for Speakers of Other Languages (ESOL), and bilingual teachers at an elementary school with a 1,200-student enrollment. The school had seen a transition from a white, middle-class to a racially mixed and transient community, with large segments from the Caribbean Basin and Latin America. Full-time immersion English programs had been established to meet the needs of the limited English proficient (LEP) students, resulting in isolated instruction with little interaction between mainstream and ESOL/bilingual teachers and causing efforts to mainstream LEP students to be hampered. Planning meetings were held to develop a cohesive 8-month curricular plan to integrate language arts and content area studies, and to coordinate bilingual instruction with ESOL plans reflective of mainstream class instruction. Student progress was determined by assessment instruments and individual student portfolios. Student achievement and teacher attitudes indicate that the practicum objectives were obtained. Contains 26 references. (LB)

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Improving Collaboration Among Primary Teachers To Facilitate Mainstreaming of Limited English Proficient Children

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A Practicum II Report presented to the Ed.D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY
1991

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PRACTICUM APPROVAL SHEET

This practicum took place as described

Verifier: Benedict S. Balser Jr.
Benedict Balser, Jr.

Principal, Gratigny Elementary School
Title

11905 North Miami Avenue
North Miami, Florida

April 26, 1991
Date

This practicum report was submitted by Joy W. Trute under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirement for the degree of Doctor of Education at Nova University.

May 28, 1991
Date of Final Approval of Report

Wm. W. Anderson
Dr. William W. Anderson
Advisor

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ABSTRACT

Improving Collaboration Among Primary Teachers to Facilitate Mainstreaming of Limited English Proficient Children. Trute, Joy W., 1991: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Elementary Education/ Kindergarten/Teaching English as a Second Language (ESOL)/ Teacher Collaboration/Whole Language/Integrated Teaching Strategies.

This practicum was designed to organize collaborative efforts among primary, ESOL, and bilingual teachers. Limited English proficient children were receiving instruction isolated from mainstream class instruction. There was no cohesiveness between the plans of mainstream teachers and ESOL/ bilingual teachers. The students were at an academic disadvantage when mainstreamed because they were not familiar with the same materials as mainstream students.

The writer and mainstream primary teachers held planning meetings to develop a cohesive curricular plan whereby language arts and content area studies would be integrated. Bilingual instruction was coordinated with ESOL plans that were, in turn, reflective of mainstream class instruction. Pretest and posttest surveys were used to determine teacher feedback. Student progress was determined by writer-adapted assessment instruments and by individual student portfolios.

The writer determined that collaboration among teachers had been a successful and positive experience. Planning, sharing, and brainstorming had not only been helpful but had created a cooperative team effort ultimately benefitting the students.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The setting for the practicum was a thirty-six year-old elementary school situated in a community that had dramatically changed over the past six years. The neighborhood shifted from a stereotypical white, middle-class area to one that is racially mixed and transient. Immigrants and political refugees flooded into the community, bringing their children. Single family dwellings of years past were replaced by two and three families, quite often including extended family members.

The school population is directly representative of the community as a whole in its racial, ethnic composition. February, 1991, student population statistics indicated a total enrollment of one thousand two-hundred nine students in the school originally built to accommodate five hundred-fifty students. The demographic breakdown indicated a student population consisting of sixty-eight percent Black (roughly fifty-two percent Black/Haitian), seventeen percent Hispanic, thirteen percent White, and less than one percent Asian. There were six hundred twenty-seven male students and five

hundred eighty-two female students. According to mandate, school employees were racially balanced and reflected a ratio of one-third White, one-third Black, and one-third Hispanic. Administration included a White male principal and an Hispanic female assistant principal.

The rapid influx of immigrant students from the Caribbean Basin and Latin American countries created multi-lingual, multi-cultural classes. Approximately one-third of the total student population required special English as a Second Language (ESL) instruction. According to school records, ESL or ESOL (English for Speakers of Other Languages) enrollment had more than quadrupled over the past five years. Eighty percent of the limited English proficient students used Haitian-Creole as their first (home) language, nineteen percent used Spanish, and one percent used different languages other than Spanish or Haitian-Creole.

After much deliberation, school administrators opted to form special classes to provide full-time immersion English to meet the needs of the growing limited English proficient (LEP) population. The result was the formation of five self-contained ESL classes, operating in conjunction with the pull-out ESL program and the bilingual system. Pull-out classes required students to leave their regular classrooms daily for a period of time in order to receive intensive English drill and instruction. Bilingual classes were required for those students who demonstrated the lowest level of English

proficiency.

The practicum involved primary teachers concerned with the successful immersion of LEP children into mainstream classrooms. The target group included six kindergarten teachers, six first grade teachers, one ESOL pull-out teacher, one Spanish teacher, and one Haitian-Creole teacher.

Writer's Work Setting and Role

The writer is one of two kindergarten teachers who had been placed in a self-contained class of thirty-eight LEP children. Administration suggested that if future enrollment warranted, similar self-contained classrooms with only LEP students would, out of necessity, be established. The writer served as kindergarten/ first grade chairperson. Further, the writer was the only teacher of the fifteen targeted teachers who was state-certified to teach LEP students, though four teachers had received minimal ESOL training. The self-contained ESOL kindergarten and first grade classroom teachers were expected to provide sufficient language experience in English while developing those basic skills necessary for entry into first or second grade, respectively.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Educators within areas of heavy immigration must deal with specific needs of the children entering the school systems. More often than not, the needs encompass problems other than the obvious language deficit. Physical, social, and psychological needs are becoming increasingly evident as more families arrive from countries experiencing political upheaval, war, extreme poverty, and oppression.

Limited English proficient (LEP) children who are entering the American public schools for the first time quite often lack any type of school experience. They are unfamiliar not only with the English language but also with school traditions, rules, and expectations. They lack preschool experience that includes exposure to, and perhaps acquisition of, basic learning tools necessary for immersion into American public schools. Often, the LEP child does not have a strong support system at home, since the parents are themselves illiterate, lacking skills in both their home language and in English.

The public school that served as the setting for the

practicum had experienced an overwhelming influx of immigrant students within the past six years. Enrollment in special English classes more than quadrupled, requiring the special training and employment of new teachers.

The self-contained classes were rapidly formed to accommodate the needs of the LEP children. Hastily trained teachers were charged with the responsibility of meeting curriculum objectives while providing adequate English instruction for rapid mainstreaming into regular classroom situations. Little instructional/curricular cohesion existed between the regular classroom teachers and the self-contained ESL teachers. Likewise, the pull-out ESL teacher, along with the bilingual teachers, provided fragmented and isolated instruction.

Ideally, the ESL program would be closely integrated with regular classroom instruction. The transition for LEP children into regular classroom situations would follow a natural, uncomplicated pattern.

The problem simply stated was as follows: A rapidly increasing number of LEP primary students was receiving instruction which was not integrated with regular classroom instruction. Once mainstreamed, the students encountered difficulties that other students did not have to face.

Problem Documentation

The writer tracked the progress of kindergarten and first

grade students who had attained an intermediate or independent level of English proficiency, as determined by end-of-the-year testing. The two groups of students were mainstreamed into regular classrooms, intermediate students continuing to receive ESOL instruction on a pull-out basis. Independent children were exited from the ESL program. Based on low report card grades and individual teacher interviews, the writer could easily ascertain that former LEP students who were doing well at the end of the previous school year had fallen behind and were not functioning well in regular classroom situations.

School policy requires all teachers to provide the administration with preliminary retention lists after the second grading period. Examination of the retention lists provided by the assistant principal revealed the names of twenty-three former kindergarten and first grade students, all of whom had been mainstreamed.

Compensatory education is mandated for those students who have achieved low assessment scores either in language arts or mathematics. Two-thirds of the compensatory education roll for the current year were students who had been exited from the ESL program.

Ninety percent of the LEP kindergarten and first grade children (approximately eighty-seven) had attended all or part of the previous summer school session. Yet, based on beginning of the year teacher assessments, former LEP students

were not performing according to standards prescribed for the first and second grade.

Mid-year teacher referral forms required by the administration revealed fourteen names of first grade LEP mainstreamed children. Referral forms are used to indicate students who, due to low academic performance, may need testing to determine possible learning disabilities.

Causative Analysis

The limited English proficient kindergarten and first grade (primary) children were facing problems along with their language deficit that other children were not having to confront. The outside problems coupled with the lack of English were acting to inhibit learning and preventing the children from achieving their maximum potential.

Because of the rapidity in which the self-contained classes had to be formed, little thought was given to the methods of instruction the teachers would use. Further, due to the extreme shortage of specially trained ESL instructors, the administrators had to place regular classroom teachers in the self-contained classrooms (except the kindergarten classes). The hastily trained teachers were on their own to devise whatever means they deemed effective for second language instruction. Without adequate training and lack of understanding how second language acquisition occurs, regular classroom teachers were at a disadvantage when they were

called upon to instruct LEP children.

Since many times the only model or English demonstrator the LEP children meet on a daily basis is the teacher, the importance of his/her delivery of instruction is crucial to the child's comprehension of the language. Through the teacher, the LEP child will also discover the school environment. A regular classroom teacher, unaccustomed to instructing LEP children, may lack the sensitivity to the cultural differences that the children experience in their new surroundings. The teacher needs to bridge the gap between the child's cultural background and the experiences s/he confronts at school.

The ESL self-contained kindergarten and first grade classes performed as isolated entities the preceding school year. Teachers struggled to meet the needs of their LEP students using materials, textbooks, strategies, and curricula not necessarily integrated with mainstream classes. Likewise, ESL pull-out instruction and bilingual instruction was not coordinated with mainstream classroom instruction. Bilingual instruction was generally fragmented and isolated, not relating to mainstream instruction. Consequently, students encountered problems in making the transition to regular classroom situations.

Present school board policy regarding LEP students is transitional. That is, the student is mainstreamed as quickly as possible into a regular classroom situation. While many

LEP children can converse as well as native-born children within an amazingly short period of time, what should be considered is whether they can function academically along with the other children. It is assumed that because the child can communicate and express himself clearly in English he is therefore equipped to learn in English. Follow-up research on many former ESL students at the practicum school indicated that the children performed poorly on criterion-based achievement tests. Low test scores form the basis for compensatory education classes at the school. It was discovered that two-thirds of the students forming the compensatory education classes had received ESL instruction and had been exited from the program.

The possibility existed that in order to be successfully mainstreamed into regular classroom situations, LEP children need skills not only in social communication but also in basic, academic classroom language. Since the state-adopted language proficiency assessment instruments are based solely on the correct usage of the second language, it is difficult to judge whether or not the student should be exited from the program. Teachers respond to policy and mainstream as quickly as possible without considering the amount of academic preparation to which their students have been exposed.

The writer prepared a survey to pinpoint what teachers perceived as contributory factors to the slow progress of LEP children (see Appendix A). Fifteen teachers cited class size

as a problem. Twelve teachers had not attended workshops, conferences, or inservice classes directly relating to ESL instruction and strategies. Additionally, five teachers felt inadequately prepared to meet the needs of the rapidly expanding LEP population. Eight teachers indicated no knowledge of integrated/whole language philosophy. Nine of the sixteen teachers felt that ESL instruction was not as effective as it could be. Ten teachers made no attempt to coordinate plans with either self-contained, ESL, pull-out, or bilingual content area teachers.

A recapitulation of the contributory factors that seemed to be affecting the progress of LEP students are as follows: first, the lack of cohesive planning/coordination among teachers resulting in differences of instructional delivery methods as well as fragmented and isolated instruction; second, lack of adequate teacher training for ESL instruction; and third, the transitional policy of mainstreaming as quickly as possible irrespective of student ability to function academically in English.

Relationship of the Problem to Literature

Current trends of thought on how children learn to read and what conditions nurture effective reading development were summarized in the investigative findings of the Commission on Reading in 1984. The subsequent publication, Becoming a Nation of Readers: The Report of the Commission on Reading

(1985), provided many pivotal factors that have led to key insights about how children learn to read and write. One key concept is that listening, speaking, reading, and writing are inextricably interwoven and should not be taught as isolated skills. The Commission defines reading as follows: "...the process of constructing meaning from written texts. It is a complex skill requiring coordination of a number of interrelated sources of information" (p. 7).

Teale and Sulzby (In Strickland & Morrow, Eds., 1989) state that "reading and writing develop concurrently and interrelatedly in young children" (p. 3). Further, "children's oral language proficiency is related to their growth in reading and to the ways in which they write" (p. 4).

Second language teachers are keenly aware of the interrelationship between listening, speaking, reading, and writing. However, the focus of attention is currently being directed at instructional content. Snow, Met, and Genesee (1989) state that "traditional methods of teaching second/ foreign languages often dissociate language learning from cognitive or academic development" (p. 202). The article affirms the current search for a "model of language education that integrates language and content instruction in the second/foreign language classroom" (p. 201). Further, "the concern for the education of language minority students in the United States has prompted a reexamination of the methodologies appropriate for teaching English to LEP students

in the public schools" (p. 203).

Priestly-Romero (1988) acknowledges the difficulties teachers encounter in trying best to meet the needs of LEP students. Resultant pull-out ESL programs "lack agreement" as to which "represents the best way to teach LEP children..." (p. 2). Priestly-Romero further states, "the problem is not that teachers cannot deal with this diversity in their classroom but that they lack programs and materials designed to meet the needs of LEP students within the standard curriculum" (p. 2).

Research that Saville-Troike (1984) termed "a retrospective analysis" (p. 199), sought answers as to why some LEP children achieved better academic results than others who began the school year at the same level of English proficiency. The basic conclusion from the analysis was that LEP children need communication tactics and skills to meet social as well as academic needs. Being able to communicate on the playground with peers does not signify the English proficiency that will ensure academic success. Mainstreaming LEP children who have not been taught academic survival language is likely to produce poor results. Saville-Troike notes that "most of the children who achieved best in content areas, measured by tests in English, were those who had the opportunity to discuss the concept they were learning in their native language" (p. 216).

Chamot (1983) maintains that "a functional ESL curriculum

must go beyond the threshold level of social communicative skills and provide instruction and development in the cognitive and academic language skills needed in the classroom" (p. 459). Carrell, Pharis, and Liberto (1989) conducted research to ascertain the effectiveness of metacognative teaching strategies in ESL reading. Positive results suggest "academic ESL programs should benefit from the inclusion of explicit, comprehension-fostering metacognative strategy training" (p. 669).

A kindergarten student fits into Piaget's preoperational stage of cognitive development as described in Skolnick (1986). S/he cannot abstract pure ideas and learns only by referring to concrete objects. Second language acquisition occurs in much the same fashion. Krashen (1983) says: "We acquire when we focus on what is being said, rather than how it is said. We acquire when language is used for communicating real ideas" (p. 19).

Goodman (1986) maintains that children learn language when they are motivated by materials which are both interesting and relevant.

> Uninteresting, irrelevant exercises are particularly tough on minority children who are constantly reminded of the distance between their world and the school world. It's hard to motivate kids when the stuff they are asked to read and write, hear and say, has no relation to who they are, what they

think, and what they do (p. 9).

Further, Goodman states that "arbitrarily chosen (artificial) skill sequences turn schools into mazes for children to stumble through" (p. 9).

As enumerated by Goodman, language becomes difficult to learn when:

> It's artificial. It's broken into bits and pieces. It's nonsense. It's dull and uninteresting. It's irrelevant to the learner. It's out of context. It has no discernible purpose. It's imposed by someone else. It's inaccessible. The learner is powerless (p. 8).

The United States Supreme Court decision of Lau vs. Nichols, 414 U.S. 563 (1974), prompted the Federal government to pass legislation and provide funding for special English instruction to limited English proficient students. In order to receive funding, certain guidelines were stipulated. However, the responsibility for implementing the programs was left to the discretion of the individual states, which in turn relegated the responsibility to each school district. Educational objectives, evaluation tools, curriculum, teacher training and certification were determined by school districts, eventually leading to state adopted requirements. ESOL classes were created and operate today as separate bodies within the schools as do the bilingual programs, the compensatory education programs, the special education

programs, and the gifted programs.

The most recent focus is on child care and early education. Definite similarities in delivery of services can be detected between already existing ESL, et al., programs and the child care/early education programs. Kagan (1989) calls them "mixed assemblages: each with their own mission, audience, regulations, and funding streams" (p. 437). Kagan acknowledges that sometimes such assemblages work well but "in many communities the picture is one of confusion and competition among programs" (p. 437).

Kagan summarizes three problems relating to the establishment of policy regarding child care and early education as:

> Inequity...especially regarding children's eligibility and access to programs; Discontinuity...the pedagogical and curricular discontinuity that exists among preschool programs, kindergartens, and elementary schools; and Fragmentation...lack of agreement that continues to fragment the field (p. 436-437).

All three problems are only too familiar to educators, particularly those involved in special programs as ESOL. All three problems filter down and effect the services provided at the individual school level that affects teachers and ultimately the student.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals were projected for this practicum: the principal goal was to improve the coordination of teaching plans and objectives between primary teachers and ESL/ bilingual teachers as determined by a writer-prepared evaluation survey. The goal involved systematic teacher collaboration to develop integrated and cohesive units of study with the ESL self-contained teachers. The second general goal was to facilitate the transition of LEP primary children into mainstream classrooms as determined by teacher-maintained individual student portfolios and pre/posttests scores from state-adopted assessment instruments.

Behavioral Objectives

Over an eight-month period, fifteen primary, ESL, and bilingual teachers would work together to implement a system for integrating plans and objectives. The writer anticipated that eleven teachers would participate for the duration of the eight-month program. Further, the writer anticipated that the teachers would enhance their professional growth by increasing

perception, knowledge, and sensitivity toward students with linguistically different backgrounds, as determined by writer-prepared evaluation surveys.

Self-contained LEP primary students would comprehend eighty percent of the key concepts taught concurrently in mainstream classrooms. The eighty percent comprehension factor would be measured qualitatively and quantitatively by teacher-maintained individual student portfolios containing the following: (1) a list of eight units taught concurrently with mainstream classes; (2) a teacher observation check list; (3) pre/posttest scores from oral language proficiency interviews based on state-adopted assessment instrument; (4) examples of student work demonstrating comprehension of assigned tasks related to teaching units; (5) student scores on teacher-prepared unit evaluations, and; (6) periodic evaluations from bilingual teachers.

Measurement of Objectives

The writer designed a preliminary needs assessment survey for primary teachers participating in collaborative efforts (see Appendix A). Further, the writer designed questionnaires for evaluating the various aspects of the eight-month program (see Appendix B). The questionnaires involved teacher opinion as to district-provided workshops, teacher reaction to interschool observations, and teacher opinion of integrated teaching strategies. A fourth questionnaire, distributed

among the self-contained and bilingual teachers, was used to indicate their opinion of coordinating plans with mainstream classes (see Appendix B). A post-implementation survey was distributed among teachers who had actively collaborated during the eight-month period (see Appendix C).

Initial office screening during pre-school registration indicated that fifty primary children would be placed in self-contained ESOL classes, thirty in kindergarten, twenty in first grade. During the first week of school the number increased to thirty-nine and twenty-eight, respectively. Additional self-contained classes would not be formed unless significant increases of LEP students registered by January of the school year. Because of the high degree of transiency within the immigrant community, the writer determined that the most accurate evaluation of student progress would be discerned by assessing the teacher-maintained portfolios of only those self-contained LEP children who were students at the school during the entire eight-month period. Therefore, even though the LEP primary student population (including students of intermediate English proficiency) totalled approximately one hundred-twenty, the target group consisted of forty-two, thirty-two kindergarten students and ten first grade self-contained students.

Pre/posttest student scores based on the state-adopted oral language proficiency interview (see Appendix D) quantitatively measured student progress. Teacher observation

and assessment of work contained in student portfolios provided a qualitative indication of progress (see Appendix E for sample checklist of evaluation items).

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

In order to accommodate the special language needs of the rapidly increasing LEP student population, administrators formed five self-contained immersion classes. The assigned self-contained teachers had no prior training and little experience in dealing with LEP students which put them at an immediate disadvantage. Since instruction in the self-contained classrooms is primarily targeted at language acquisition, ESL teachers implement different literature, instructional materials, and teaching strategies which are not necessarily integrated with curricular activities occurring in the mainstream classes. This circumstance tends to isolate the self-contained classes from mainstream classes. When the LEP children are mainstreamed, they confront difficulties because they are frequently unfamiliar with the literature, content units, and academic skills with which the other children have become familiar.

Seefeldt (1989) describes three prerequisites for kindergarten teachers that qualify them as good teachers: knowledge of children, knowledge of content, and knowledge of

process. It is implied under the first prerequisite, knowledge of children, that "the world has changed but children's growth and development have not" (p. 12). Seefeldt recommends that "teachers should systematically observe children, talk to them, and try to uncover each child's thinking process" (p. 12).

Of the second prerequisite termed knowledge of content, Seefeldt writes the following: "Teachers who are knowledgeable of the structure of each content area are better able to determine scope and sequence of learning experiences" (p. 12).

The third prerequisite for good kindergarten teachers, knowledge of process, is summarized as follows: "through systemized observing and recording of children's behavior, or structured interviews or tasks, teachers must evaluate children's progress continually" (p. 12). However, Seefeldt hastens to add that the object of continuous evaluation should not be for purposes of whether or not a child has "passed or failed as set of predetermined competencies" (p.12). Rather, according to Seefeldt, the object of continually evaluating children's progress should be "to plan better, monitor, and foster each child's growth and achievement" (p. 12).

Priestly-Romero (1988) states: "Providing simultaneous reading and language development in a mainstream classroom can help LEP students acquire the language in a natural English-speaking and learning environment..." (p. 2). Priestly-Romero also suggests that language acquisition is facilitated

when the learner can refer to something concrete. "By utilizing visuals, demonstrations, dramatizations and other techniques, (language becomes) more concrete" (p. 2).

Bowman (1989) asks: "How can teachers test for mastery of the curriculum if children do not speak a standard language or use the same styles of communication?" (p. 119). Several answers are offered, one being that "teachers need to learn to recognize developmentally equivalent patterns of behavior"...thus, "a child who does not talk in the classroom may be observed on the playground..." (p. 120). Bowman further adds that "teachers need to begin instruction with interactive styles and with content that is familiar to the children" (p. 120).

Cambourne (In Butler & Turbill, Eds., 1987) suggests that as educators, we should remember our attitudes toward our own children when they were learning to talk; that we should incorporate these attitudes into our teaching strategies and concentrate on the nature of language acquisition rather than the mechanics of the language.

This opinion is echoed by Newman (1985) who asserts that often school language environments incorporate "talk which is centered on tasks involving context which is relatively abstract and about which children have no prior knowledge" (p. 13).

Bredekamp (quoted in ASCD Update, 1991) maintains that "appropriate teaching is based on the way that children

develop and learn" (p. 1). The goal of the National Association for the Education of Young Children is to "provide instruction suited to the age and cognitive readiness of each child" (p. 1). Bredekamp adds, "it is futile to try to teach certain concepts before children are cognitively ready to learn them" and, further, that while developmentally appropriate teaching is neither "overly academic or just play, it provides young children with meaningful interactions with an adult as well as chances to explore" (p. 2).

While admitting that "defining whole language can be a rather elusive task" (p. 2), Williams (1990) nonetheless describes the process as one that:

1) Involves children in using all modes of communication: reading, writing, listening, speaking, observing, illustrating, experiencing, and doing.
2) Involves children in the use of all three reading cue systems in learning to read: semantic (meaning), syntatic (grammatical structures), and graphophonic (visual cues, shapes, and sounds).
3) Involves children in learning what takes place as a result of whole contexts, rather than parts.
4) Provides activities in which children read by actually reading. They learn to

write by writing.

5) Provides children with real whole stories to read ...written in a technological form that makes it easy for children to be successful..

6) Provides rich models of language in all forms of literature...

7) Looks at all learning in the context of a whole developmental continuum.

8) Looks at the content of a story in terms of whole connections: stories to content, stories to themselves, and stories to life in general (pp. 2-3).

Rich (1985) describes the whole language classroom as "comprehension-centered and child-centered, but methodologies will be as varied as the teachers and the children". Further, "whole language teachers know that using language helps children to make sense of the world and of language. Classroom environments are arranged so that children have opportunities for interaction." Finally, "materials are used to fit the needs of the children rather than the children being put through the material to accomplish someone's identified objective" (pp. 3-4).

From Heath Reading: Research Base (1989) the following statements recapitulate current thoughts about effective instruction for LEP students:

> "1) Learning a language through living the language is far more effective than learning a language as an isolated subject; 2) Learning a language is enhanced when students engage in positive social interactions with classmates who are fluent in English; 3) Students learning a second language should be viewed as competent learners and sources of expertise in the classroom rather than as passive learners who have a 'language problem'; 4) Students learning a second language need opportunities to experiment with English across a variety of content areas" (p. 12).

Zamora (November, 1990) discussing current methods for delivering ESOL instruction states:

> "...the problem lies in the way ESOL programs are carried out by some teachers and schools. Among the worst are the 'pull-out' programs, where there is little, if any, coordination between the ESOL teacher and the classroom teacher (p. 12).

When interviewed for the January, 1991, FORUM newsletter, Rita Esquival, director of the Office of Bilingual Education and Minority Language Affairs (OBEMLA), was asked what she considered to be the three most important issues facing the education of language minority children. She stated the following:

> First, the need to increase the supply of trained

> teachers and to retrain teachers, especially those in content area. Second, the need for trained staff support: counselors, aides, principals, administrators. Third, the involvement of parents in decisions about school policies (p. 2).

Finally, the Ramirez longitudinal study (March, 1991) of traditional ESOL/bilingual programs (immersion, early-exit, and late-exit transitional), concluded that "native language instruction not only does not impede the acquisition of English language and reading skills, but there is some support to the hypothesis that primary instruction may facilitate the acquisition of content area skills such as mathematics" (p. 2). Primary implications of the study were:

> 1) LEP students in all three programs improved their skills in mathematics, English, and reading as fast or faster than students in the general population.
>
> 2) Providing substantial instruction in the child's primary language does not impede the learning of English language or reading skills.
>
> 3) There is a need to improve the quality of training programs for teachers serving language minority students both at the university and school district levels, so that they can provide a more active learning environment for language and cognitive skill development (p. 22).

Description of Selected Solution

The writer proposed that the subtle benefits (as cooperative sharing, collaboration, and brainstorming) derived from student peer group interaction also would arise from teacher peer group interactions. In an effort to facilitate mainstreaming of LEP primary students, one solution would be to integrate ESL and bilingual teacher plans with those of mainstream teachers. Cooperation, collaboration, and periodic brainstorming among teachers was required to ascertain what key concepts would be taught, when they would be taught, and what expected outcomes would be. It was anticipated that integrated plans would have a positive effect on the learning propensity of LEP students who had been encountering difficulties when mainstreamed.

Recognizing the unusual camaraderie that already existed among nine of the primary teachers, the writer determined that working together as a unified team was entirely feasible. Further, such collaborative efforts might result in a continuing endeavor that, in the long-run, would positively affect the learning aptitudes of LEP students. Based on recent research indicating that isolated instruction does not enhance learning, the writer determined to coordinate bilingual lesson plans with ESOL/mainstream classroom plans.

The timing was propitious since, for the first time, the writer's school district had adopted the same integrated

language reading program for LEP as well as slower achieving students. Mainstream and self-contained ESOL teachers needed to familiarize themselves with the new integrated literature series, student materials, and assessment procedures before the new school year commenced.

The format for daily lesson plans would have to be redesigned to include integration of language arts with content area (math, science, and social studies). School policy required that homework assignments were to be reflective of classroom activities. Further, individual student folders should contain not only criterion-type tests, but also various samples of students' written work. It was recommended that journal-writing be initiated at every grade level, including kindergarten.

The writer was keenly aware that the climate among primary teachers was conducive to collaboration. Teachers were anxious about using the new literature series, incorporating whole language strategies, and initiating journal-writing practices. Teachers needed to help each other, brainstorm, and plan together. They needed feedback from each other; to discuss their positive and negative experiences with the integrated literature series; and to share extended activities as well as supplementary materials. Relevant supplementary materials would serve to enhance concepts being addressed in the classrooms and would include films, books, tapes, and community services. Students would

be exposed to concepts in different ways, hopefully addressing their different learning styles.

A preliminary needs assessment survey distributed by the writer to primary teachers (see Appendix A) revealed that fifteen (of fifteen) wanted the opportunity to brainstorm and pool resources on a consistent basis. Every class contained LEP students at varying levels of English proficiency. The fifteen teachers indicated that voluntary interschool observations might be helpful in demonstrating ESL and whole language strategies. Since five teachers indicated they felt inadequately prepared to meet the needs of their LEP students, and eight teachers expressed little knowledge of integrated language philosophy, the writer sought to provide a series of inservice workshops.

Several unanticipated events occurred during the eight-month implementation period that slightly affected the overall practicum strategy. First, as mentioned previously, the transiency of the student population caused the writer to revise target-group figures. Originally intended to include the majority of LEP primary students, the actual group involved forty-two. The writer reasoned that the most accurate assessment of student growth would be achieved by evaluating only those children who had remained within the school for the entire implementation period.

Second, the pull-out ESOL teacher unexpectedly moved from the area necessitating her replacement. Although the new

teacher was most cooperative and anxious to collaborate with the team, it was very difficult. The replacement teacher had no previous ESOL experience and was literally inundated with work. The writer, having acted as peer teacher for the previous pull-out teacher, was asked to help the new teacher as much as possible. The situation became complicated when a consent decree was signed between the State Department of Education and the META (Multicultural Education Training and Advocacy) group in August, 1990. The terms of the consent decree stipulated a total restructuring of state policy with regard to the instruction of LEP students. To date, terms of the consent decree have not been finalized. However, training requirements for all teachers with LEP students have been mandated. Further, to accommodate the burgeoning LEP population at the school site a part time ESOL instructor was hired in November, 1990.

The third difficulty confronting the writer was that one bilingual teacher had a baby earlier than expected and needed to take a maternity leave. Since it was approaching the Christmas holiday break, the teacher missed three weeks of school, and implementation was not affected to any great degree. The writer continued to coordinate plans with the substitute, who was quite grateful.

The last unplanned roadblock became evident in October, 1990. There were not enough textbooks or materials (and no further funding to reorder) for the overcrowded first-grade

classes. The administration opted that the self-contained ESOL first-grade class would continue using materials other than the new series. To address this problem the writer and the first-grade teacher agreed to share kindergarten materials (new). In reality, it was probably a better option because the first-grade ESOL could be termed "transitional", not quite first-grade, yet beyond kindergarten. Also, the situation allowed the writer the opportunity to track the progress of previous students.

Report of Action Taken

The projected time line for the practicum study was eight months and is described as follows:

MONTH ONE

1. Primary teachers notified of four workshops provided by the school district and the local reading council to facilitate implementation of integrated reading program. Eight teachers opted to attend. The writer interviewed those teachers.
2. Self-contained classes were established as determined by initial screening at registration and testing. Those students assessed at the lowest levels of oral language were placed in self-contained classrooms. Intermediate LEP students were scheduled to receive pull-out ESOL instruction.

The writer, one pull-out ESL teacher, and bilingual teachers were responsible for the screening and subsequent placement of the LEP students in the self-contained classrooms for the school year. Screening and placement were accomplished within the second week of school.

3. Collaborative meetings among kindergarten teachers, including self-contained kindergarten and first grade, developed curricular units to integrate with the new literature series (see Figure 1).

Teachers agreed that ongoing activities in the classroom would include: calendar (months, days, and holidays), colors, alphabet, numbers, and journal-writing.

An expanded curricular plan evolved for the ESOL/bilingual teachers (see Figure 2). Ongoing ESOL/bilingual collaboration included the weekly exchange of lesson plans and supplementary materials. (For a complete list of supplementary resources used in addition to the literature series, see Appendix F.)

Daily bilingual instruction reflected the units and skills being addressed within the self-contained and mainstream classrooms.

Ongoing ESOL strategies included: Total group

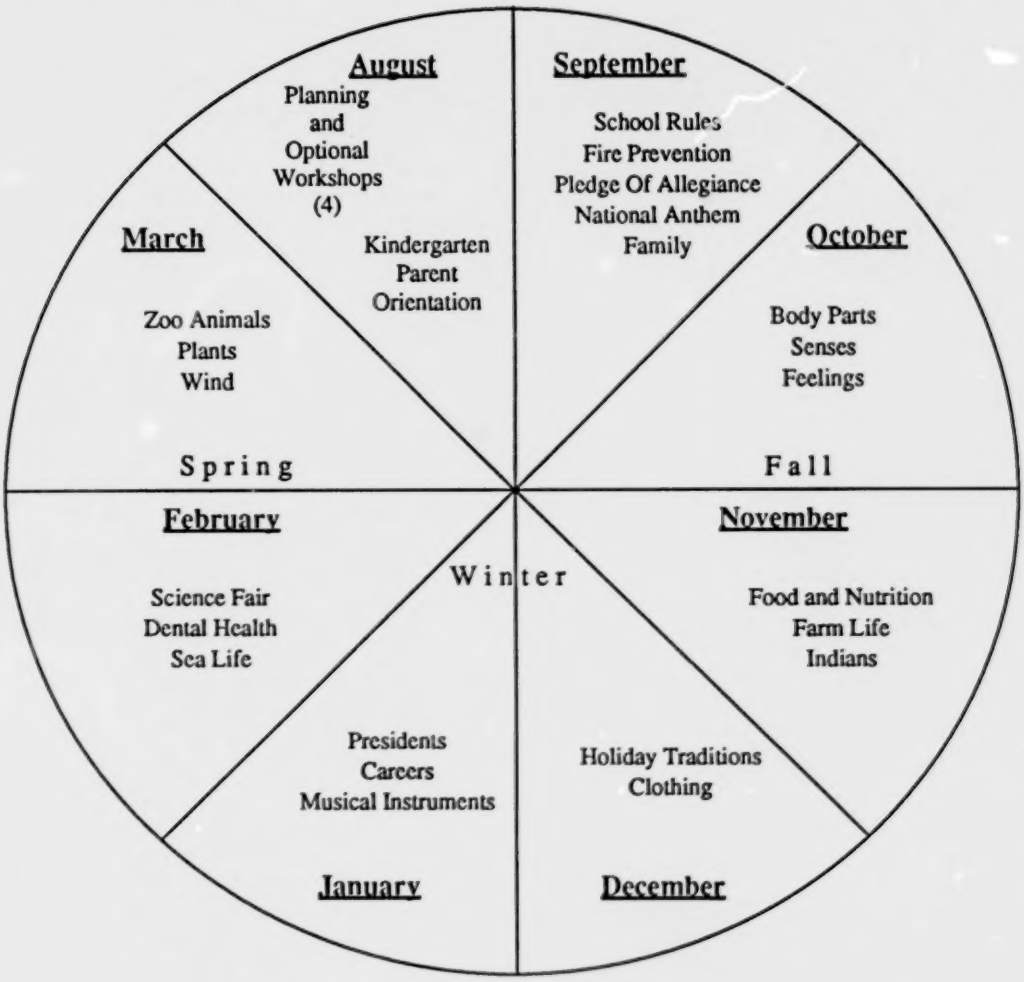

Figure 1. Eight-month collaborative curricular overview mainsteam primary classes, including self-contained ESOL kindergarten and first-grade classes

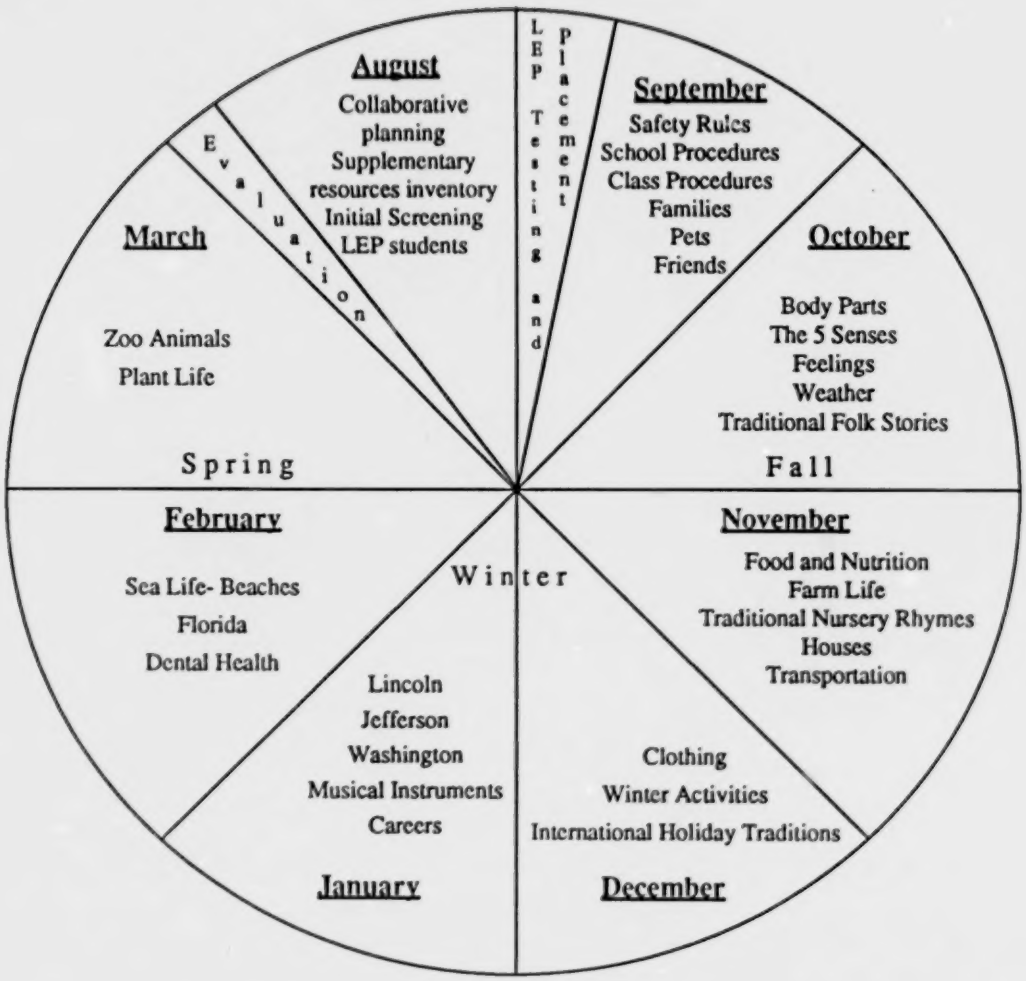

Figure 2. Expanded curricular primary plan for self-contained ESOL/bilingual classes

shared reading, writing, and listening experiences; choral reading; drill, repetition, and rhyme; building vocabulary in a pyramidal or spiralling way using specifically selected appropriate and predictable literature (supplemental to literature series); and extensive teacher modelling.

4. Collaborating teachers agreed upon and scheduled integrated field trips and special programs (see Figure 3). Any incidental programs would be discussed and added at later dates.
5. Interschool observations for primary teachers were scheduled through the administration for October and November. Teachers were allowed time for observation of various integrated/whole language classes using the new literature series.
6. Teachers opted that supplementary materials would be shared at weekly or monthly meetings or whenever timely.

It should be noted that the major collaborative efforts of the primary teachers during the first weeks of the school year formed the foundation for the practicum study. Each month thereafter was a reflection of those planning sessions with extensive collaboration between the bilingual and ESOL self-

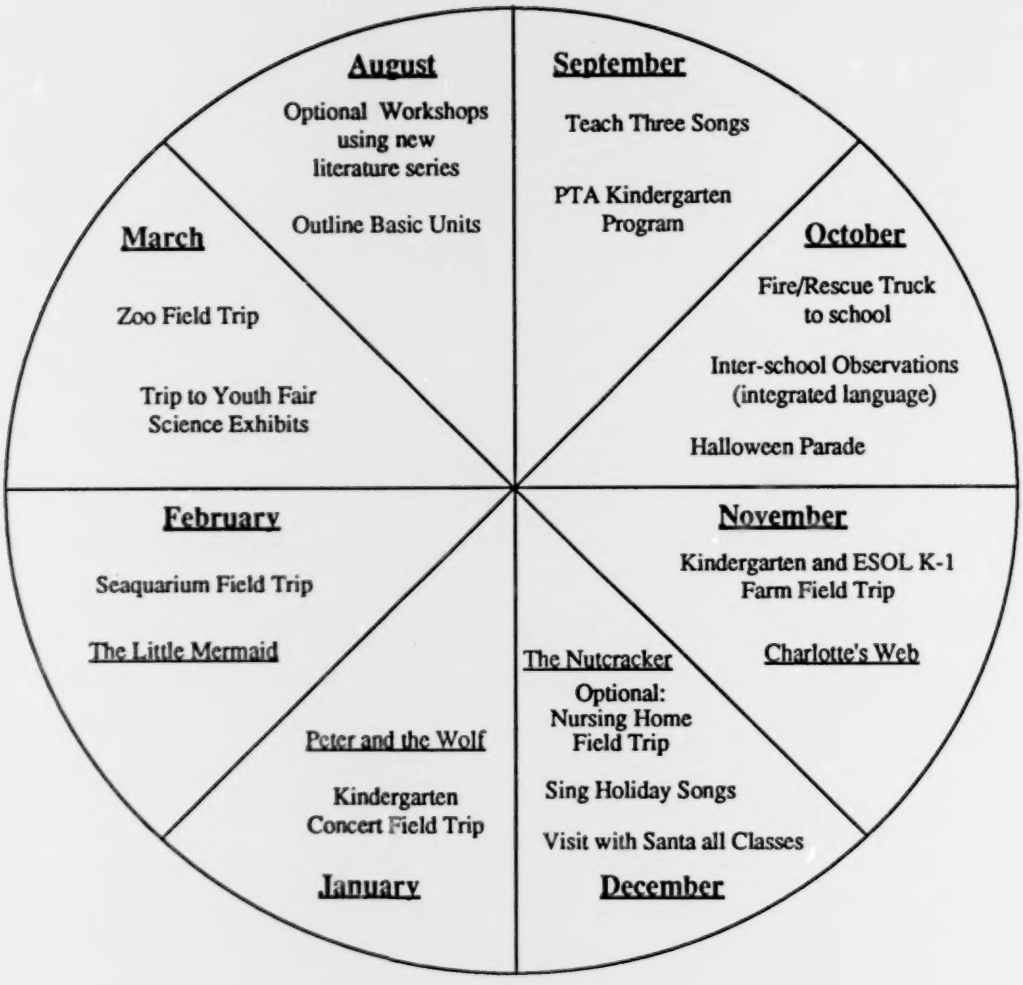

Figure 3. Collaborative plan of integrated field trips and special programs

contained teachers. Mainstream teachers remained externally involved, but the primary objective of the writer was to foster cohesive and integrated bilingual plans related to ESOL self-contained plans (reflective of mainstream plans).

MONTH TWO

1. Kindergarten and first grade were tested using the adopted K-1 Screen to determine student skills. Pre/posttest scores were maintained in student portfolios.
2. The writer organized student portfolios to be used for evaluating student progress.
3. Bilingual classes commenced; exchanging and developing plans and materials commenced.
4. Writer interviewed teachers who had opted to attend four workshops regarding the new literature series (see Appendix B for sample questions).
5. All kindergarten classes planned and participated in a musical program for the opening meeting of the PTA.
6. Experiential program - all kindergarten and first grade classes - Fire/rescue squad and truck visited the school in conjunction with fire prevention unit.

MONTH THREE

1. Interschool observations commenced. Six primary teachers opted to attend. The writer interviewed those teachers for feedback (see Appendix B for sample questions).
2. Experiential program - Halloween parade scheduled; all primary classes participated.
3. Kindergarten teachers opted to meet weekly to share and discuss problems encountered with implementation of new literature series.

MONTH FOUR

1. Interschool observations completed.
2. All kindergarten classes including self-contained first grade visited a county-operated farm (coordinated with farm, food, nutrition units).
3. First grade self-contained ESOL teacher organized and presented slide show about the first Thanksgiving. All primary grades were invited to the program.
4. Teachers were notified of recent consent-agreement that would require them to receive special training for teaching LEP students if they had not previously taken such courses. Of the twelve primary teachers, eleven would be required to complete the training within two

years.

MONTH FIVE

1. Optional holiday program was scheduled; kindergarten students sang holiday songs at a local nursing home; afterwards, they visited Santa at a local shopping mall.
2. The month was short because of the holiday break. Bilingual and ESOL teachers organized plans to extend into the first week after the break.
3. Self-contained and bilingual teachers evaluated LEP children with respect to: color identification, numbers one through five, alphabet letters Aa-Jj (visual and auditory discrimination).

MONTH SIX

1. Integrated with units on sea and sea life, kindergarten classes and self-contained first grade class scheduled a field trip to the seaquarium.
2. Retention lists were compiled for the administration (required). Bilingual and ESOL self-contained teachers conferred and agreed upon which students (LEP) were academically in trouble. The writer noted that the previous year's list contained six names, whereas the

current year's list included only two names.

3. The collaborating teachers met and agreed to take students to a community-sponsored "Kinderconcert". The field trip had not been previously planned but teachers deemed the experience would be beneficial for the students. A unit on musical instruments evolved and was shared among the teachers.

MONTH SEVEN

1. The writer and self-contained first grade ESOL teacher attended a two-day workshop that emphasized a balanced reading and writing program. Materials and information was shared among the teachers.
2. Coordinated with science fair projects, was a scheduled field trip to the county youth fair where winning exhibits were displayed.
3. The writer interviewed teachers for feedback on their feelings about integration instruction (see Appendix B for the sample questions).

MONTH EIGHT

1. Field trip to the zoo scheduled in conjunction with classroom units.
2. LEP students were posttested.
3. Student folders were assessed.
4. Bilingual teachers and collaborating primary

teachers were asked to respond to a post-implementation evaluation survey (see Appendix C).

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

Projected goals for the practicum included improving the coordination of teaching plans and objectives between mainstream primary teachers, self-contained ESOL teachers, and their bilingual counterparts. The writer anticipated that eleven teachers would enhance their professional growth by increasing perception, knowledge, sensitivity toward students with linguistically different backgrounds. Further, through close collaboration, the second practicum goal, the successful transition of forty-two LEP primary children into mainstream classrooms, would be facilitated.

The writer designed a needs assessment survey for primary, ESOL, and bilingual teachers to pinpoint what was considered contributory to the slow progress of LEP students who had previously been mainstreamed (see Appendix A). Fifteen of the fifteen teachers indicated that overcrowded classrooms were a major problem. Twelve teachers indicated that they lacked training in dealing with limited English proficient students (specific teaching strategies, special needs, and multi-cultural sensitivity). Two teachers had

received minimal training, while only one teacher was state-certified to instruct LEP students. Every primary classroom contained LEP students. Eight teachers indicated no previous exposure to integrated/whole language strategies within a classroom setting even though those strategies were incorporated into the school-adopted reading series. The reading series would be used for the first time in conjunction with ESL classrooms as well as mainstream classrooms. Integration of mainstream teaching plans with ESOL and bilingual teachers had previously not been attempted.

The writer projected that if mainstream teachers would collaborate with ESOL self-contained teachers and they, in turn, would collaborate with bilingual teachers, LEP students would benefit, thereby facilitating the transition into mainstream classes. Bilingual instruction in self-contained ESOL classrooms would be cohesive rather than isolated. It would serve to enhance the concepts that were being taught in the ESOL environment, that were in turn reflective of what was being taught in mainstream classrooms. Collaborative efforts would not impinge upon teacher individuality, unique creativity, or differences in teaching styles. Rather, collaboration would serve only to provide a cohesive framework from which teachers would work as the saw fit.

Within the first weeks of the new school year primary teachers met to determine and outline curricular units for the school year. The units of study would be integrated with the

new literature series. Supplementary materials would further enhance the designated units of study. Field trips and special programs, involving mainstream and self-contained classes, were scheduled and specifically intended to enhance classroom learning experiences.

A series of workshops intended to familiarize teachers with the new literature series as well as interschool teacher observations of whole language classes were scheduled for primary teachers through the school district and the cooperation of the writer's school administration.

The writer interviewed primary teachers to determine if the workshops and the interschool observations had been beneficial (see Appendix B for sample questions). Responses to the workshops were generally negative, the main objection being that materials and suggestions were exclusive of the primary grades, especially kindergarten. Those teachers who attended interschool observations, however, were enthusiastic and encouraged by what they saw. Six teachers indicated that they had acquired new ideas and insights about how to organize a whole language classroom, how to encourage children to write in journals, and how to integrate content area plans (science, math, and social studies) with language arts. The teachers further acknowledged that they could see the sense in integrating all areas of instruction to include listening, speaking, reading, and writing; that teaching skills in isolation served no relevant function in the general classroom

atmosphere.

At the end of the implementation period the writer interviewed nine teachers using survey questions contained in Appendix C. The writer determined that personal interviews would provide better feedback. Simple yes/no answers would not invite discussion, suggestions, or comments. The results are reported as follows:

ITEM 1: All of the teachers were happy with their collaborative efforts. They all expressed a desire to continue in the future. Suggestions included (1) meeting together during the summer to organize, plan, and share in preparation for the new school year, and (2) organizing and cataloging a resource file/center to contain integrated supplementary materials.

ITEM 2: Five teachers had redesigned their lesson plans to allow for the integration of content areas (math, science, and social studies) within the language arts area. The two kindergarten ESOL teachers had previously implemented integrated language strategies. Two teachers, although acknowledging that they agreed with the concept, still were experiencing organization difficulties.

ITEM 3: The self-contained ESOL and bilingual teachers all felt that their LEP students were keeping

up with mainstream students, except those who had problems other than the language deficit.

ITEM 4: None of the teachers objected to sharing materials. All expressed the desire to continue and hopefully to expand resources.

ITEM 5: Although two teachers remained skeptical, all agreed with the basic sense of an integrated language approach to learning. The skeptical teachers (1) had been teaching one way for many years, and (2) had not quite adjusted to the break from basal readers and teachers manuals.

ITEM 6: All teachers had definitely become more familiar with integrated teaching strategies; eight had attended various workshops, one was enrolled in a graduate level course.

ITEM 7: All teachers were anxious and willing to exchange ideas and materials.

ITEM 8: The ESOL self-contained teachers and the bilingual teachers exchanged and discussed plans on a weekly basis. Materials were likewise shared, discussed, and expanded. The collaboration became routine and was, according to the teachers, a very gratifying experience.

ITEM 9: The ESOL self-contained teachers and the bilingual teachers unanimously agreed that their LEP students could not help but benefit from

coordinated lessons. Further, student evaluation became easier as teachers could compare notes and generate valuable feedback from each other. Also, teachers could determine what strategies worked best with individual students.

ITEM 10: Nine teachers believed that the current primary student population was more prepared than previous annual classes.

ITEM 11: Nine teachers felt they had professionally grown from the collaborative experience, that their perception and sensitivity toward students from linguistically different backgrounds had increased.

A targeted group of forty-two primary LEP students was assessed during the first week of the new school year to determine their level of English proficiency using the required state-adopted oral language proficiency interview that included items one through fifteen listed in Appendix D. The results were as follows: Twenty-three primary students were designated as non-independent (Level 1) speakers of English, meaning that at a comprehension level, they understood less than ten percent of spoken English in conversation; grammatically, they made significant and frequent errors eighty to one-hundred percent of the time; at the pronunciation level, they spoke with significant

distortion of words and intonation eighty to one-hundred percent of the time; and used extremely limited vocabulary eighty to one-hundred percent of the time.

Nineteen primary students were determined as being low-intermediate (Level 2) speakers of English, meaning that they understood limited everyday speech (less than twenty percent of the time); that they made frequent and significant grammatical errors (fifty to eighty percent of the time); that they spoke with significant distortion of words and often had to grope for high-frequency words for fifty to eighty percent of the time.

The forty-two students were all placed in self-contained ESOL classrooms where they received intensive instruction in English as well as daily bilingual classes. At the end of the eight-month implementation period, the students were posttested using the same oral language interview items one through fifteen (see Appendix D). All, except one, of the students had advanced to the intermediate and high-intermediate levels of English proficiency: they demonstrated fair to extensive understanding of spoken English eighty to ninety percent of the time; they made occasional grammatical errors and occasional pronunciation distortions; and, they did not grope for high frequency words (see Figure 4). This factor was not necessarily significant because district school objectives normally expected LEP students to advance at least one level after a year of intensive English instruction.

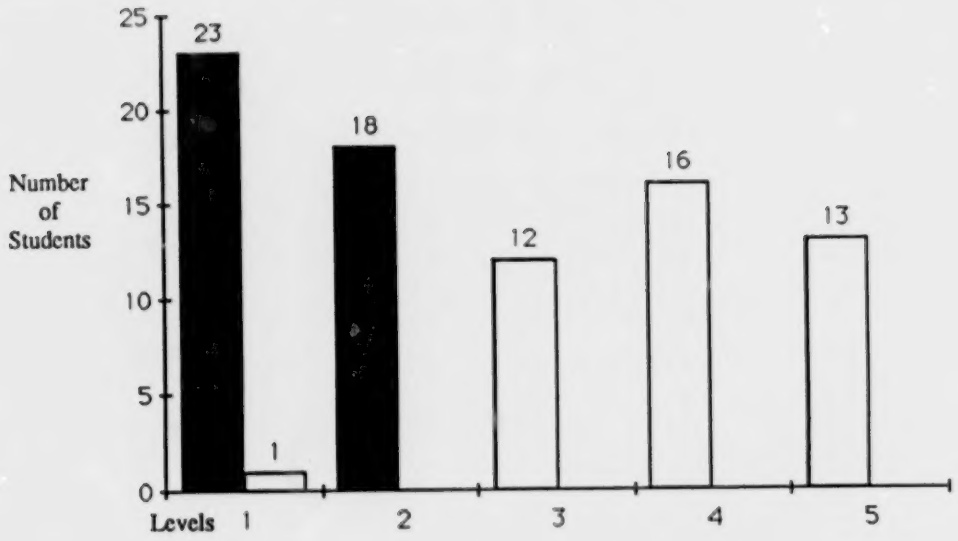

Figure 4. Growth Comparison oral language proficiency levels - English

The writer had projected that after eight months LEP self-contained students would comprehend eighty percent of the key concepts concurrently taught in mainstream classrooms. Pre/posttest items sixteen through twenty-five (see Appendix D) were designed to elicit responses indicative of overall unit comprehension. Items sixteen through eighteen required students to communicate what they knew about the farm, the seaquarium, and the zoo. The writer determined that correct responses would include the accurate identification of specific animals and the ability to describe or recall details about the farm, the seaquarium, and the zoo. Item nineteen required students to recall the zoo poem learned in class. If students could accurately recall eighty to one-hundred percent of the poem, the response was considered correct. Item twenty required students to describe the five senses and correctly to match pictures. Item twenty-one similarly asked students to tell about plants. Items twenty-two and twenty-three asked students to tell their favorite story and sing a song they liked. Items twenty-four and twenty-five were reflective of ongoing classroom activities involving rhyme patterns, listening skills, and determining likenesses and differences. Table 1 provides pretest and posttest correct responses. Table 2, which immediately follows Table 1, sets forth a percentage comparison of pretest and posttest differences. The conclusion reached in Table 2 reflects an overall improvement percentage of 85.954%.

Table 1

Correct Responses to Items Assessing Student Comprehension of Classroom Study Units

	Pretest	Posttest
Item 16	0	41
Item 17	0	38
Item 18	0	40
Item 19	0	38
Item 20	0	36
Item 21	0	34
Item 22	0	34
Item 23	2	36
Item 24	0	32
Item 25	2	36

Note. Forty-two was the possible total amount of responses per item.

Table 2

Percentage Comparison of Acceptable Responses to Items Assessing Student Comprehension of Classroom Study Units

Item Number	Pretest Percent	Posttest Percent	Percent Increase
16	0	97.62	97.62
17	0	90.48	90.48
18	0	95.24	95.24
19	0	90.48	90.48
20	0	85.71	85.71
21	0	80.95	80.95
22	0	80.95	80.95
23	4.76	85.71	80.96
24	0	76.19	76.19
25	4.76	85.71	80.96

Note. Overall growth based on an average of 859.54 for ten items was calculated at 85.954%

The writer maintained that student progress could also be qualitatively measured through teacher-maintained student portfolios. Portfolios would contain samples of student written work, pre/posttest results, and documented records of student/ teacher communication. The writer devised an observation checklist for the target group of students (see Appendix E). The checklist was divided into five sections representative of ongoing kindergarten/first-grade objectives as follows: language (English) expression, writing ability, listening skills, story comprehension, and concepts of numbers. Figures 5 through 9 on the succeeding pages illustrate the number of students who had mastered ongoing objectives with nine weeks of the school year yet remaining. Mastery was determined by teacher observation, student work, and unit evaluations, with feedback from bilingual teachers.

Figure 5 reflects the number of students who demonstrated mastery of language expression (English) objectives listed as follows:

a. can tell first and last name and age
b. can identify other family members
c. can ask for what is needed or wanted
d. can relate personal experiences
e. can describe pictures
f. can comprehend and follow classroom directions
g. uses one word or two words in conversation
h. uses phrases in conversation

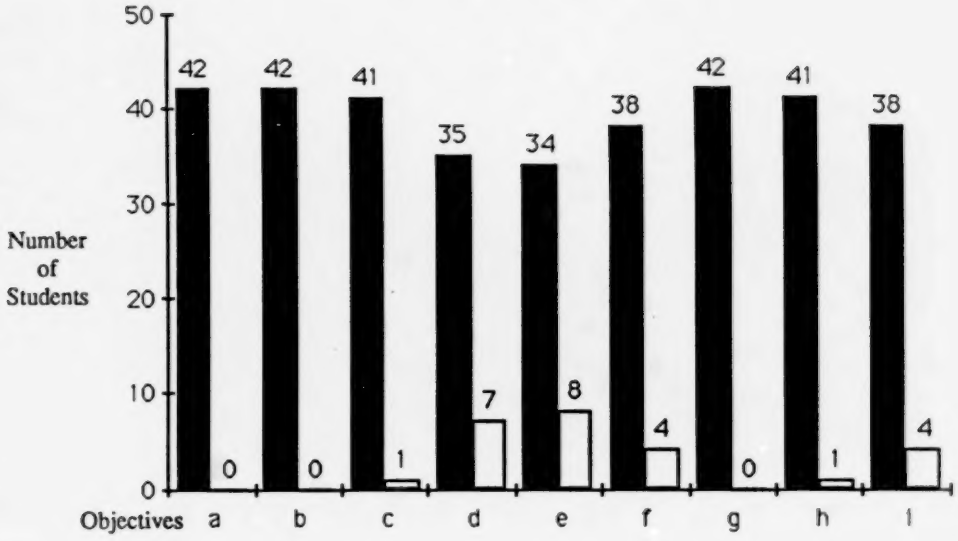

Figure 5. Ongoing developmental objectives - language (English) expression

■ = Number of students who mastered objective
□ = Number of students who had not yet mastered objective

i. uses complete sentences in conversation.

Figure 6 reflects the number of students who mastered writing ability objectives listed as follows:

a. demonstrates left-to-right directionality

b. can write name with correct capitalization

c. letter recognition - capital and lower case

d. word recognition - color words, number words

e. labels pictures

f. copies words

g. can identify punctuation marks - ?,!.

Figure 7 reflects the number of students who mastered listening skills objectives listed as follows:

a. follow one-step directions

b. follow two-step directions

c. retell a story, song, or poem (after listening)

d. identify rhyming words.

Figure 8 reflects the number of students who mastered story comprehension objectives listed as follows:

a. identify parts of book

b. identify characters

c. identify beginning, middle, and end

d. tell what the author does

e. tell what the artist/illustrator does

f. identify details in a story

g. retell the story.

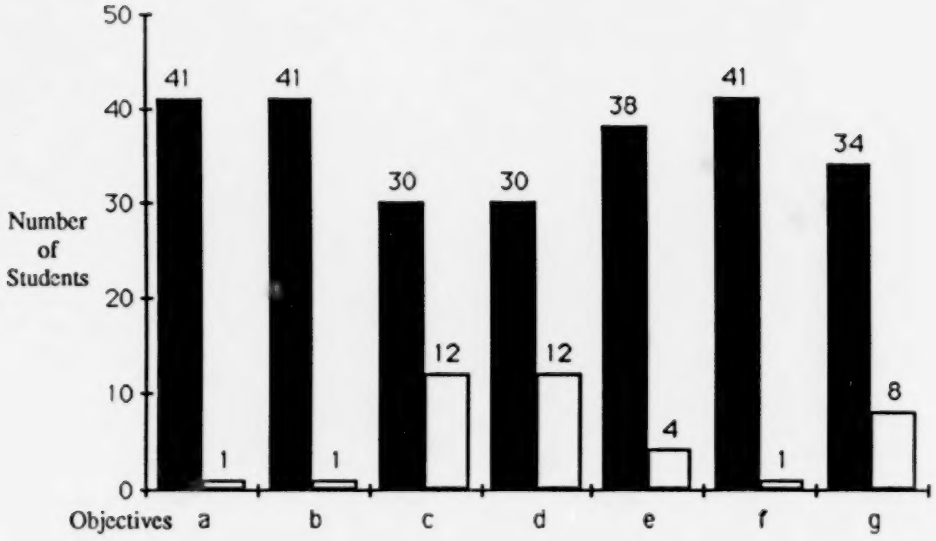

Figure 6. Ongoing developmental objectives - writing ability

■ = Number of students who mastered objective
□ = Number of students who had not yet mastered objective

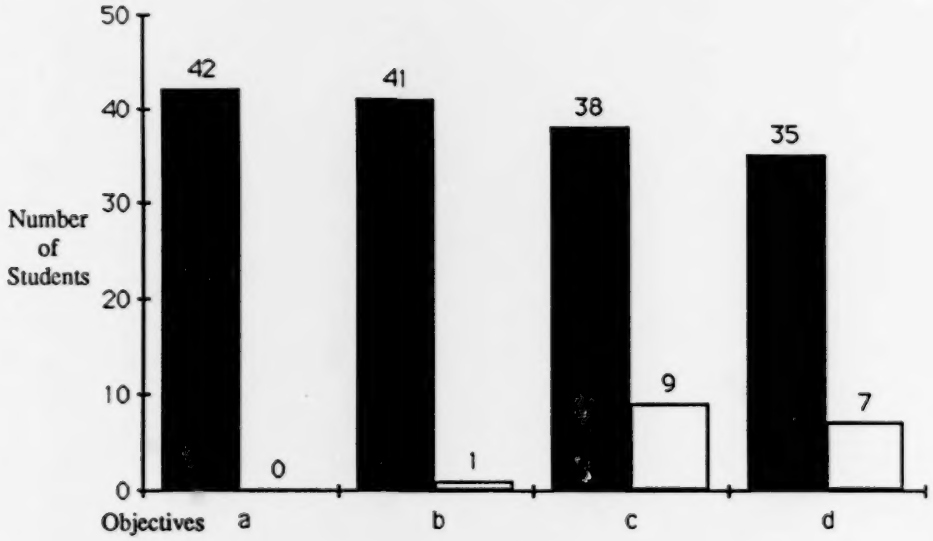

Figure 7. Ongoing developmental objectives - listening skills

■ = Number of students who mastered objective
□ = Number of students who had not yet mastered objective

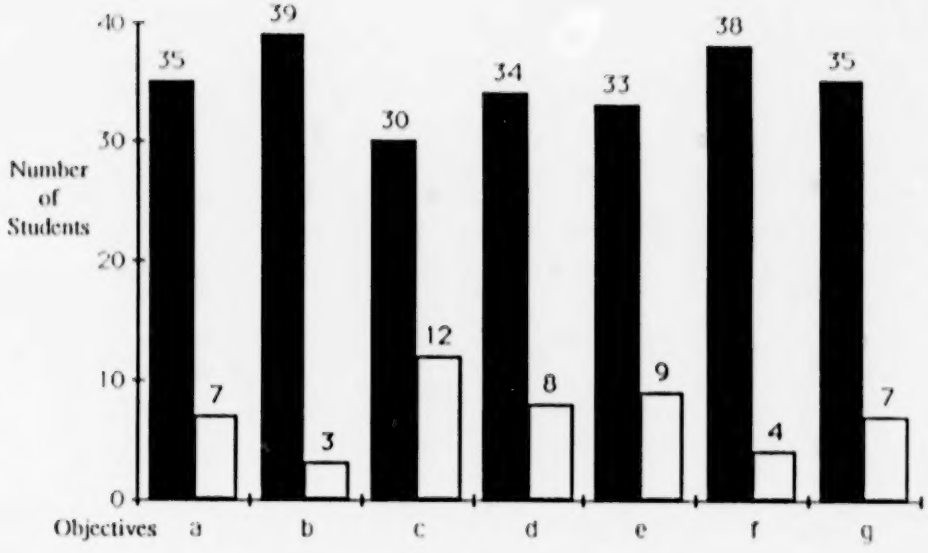

Figure 8. Ongoing developmental objectives - story comprehension

■ = Number of students who mastered objective
□ = Number of students who had not yet mastered objective

Figure 9 reflects the number of students who mastered math objectives listed as follows:

a. can identify shapes

b. match one-to-one numbers 1-10

c. form sets

d. identify more/less

e. compare numerals to number words

f. can orally count to twenty.

Conclusions

The writer projected that primary teachers would work together to design and coordinate integrated curricular plans. Teachers determined not to work for the new reading series, rather to make the new reading series work for them. Though plans included most selections in the literature-based reading program, teachers were eager to expand the program by incorporating and sharing supplementary books, materials, and resources. A practicum objective was that teachers would enhance their professional growth and increase their sensitivity towards students from linguistically different backgrounds. The feedback from written responses and personal interviews suggested to the writer that collaboration had been a successful and positive experience for primary teachers. Most agreed that planning, sharing, and brainstorming together had not only been helpful, but also had created a cooperative team effort that ultimately benefitted the students. At the

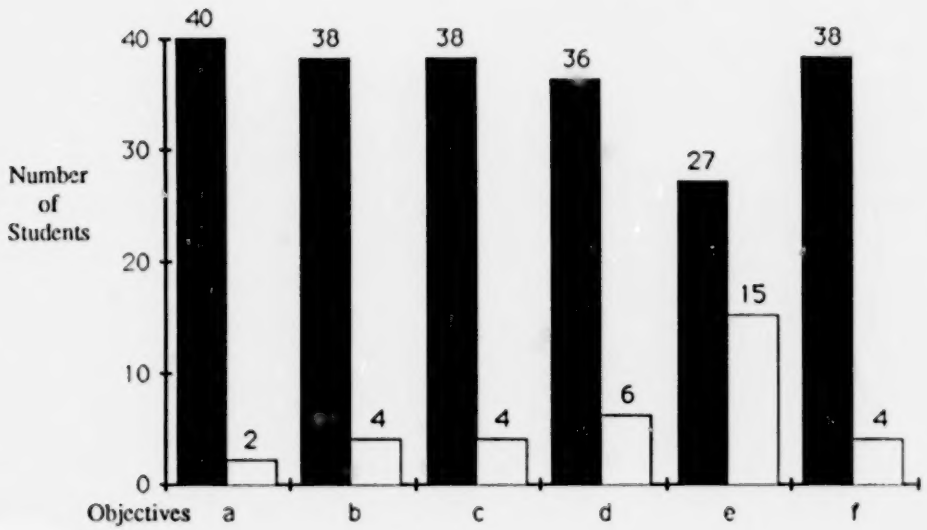

Figure 9. Ongoing develomental objectives - math concepts

■ = Number of students who mastered objective
□ = Number of students who had not yet mastered objective

end of the eight month implementation period, forty-one (of forty-two) LEP students had advanced from non-independent levels of English proficiency to intermediate and high-intermediate levels. Pre/posttest results suggested that LEP primary students had assimilated eighty-five percent of the unit objectives covered in classroom instruction, activities, and experiences.

Bilingual instruction was not taught in isolation. Rather, it was totally integrated and reflective of what was being covered in mainstream classes. Bilingual teacher responses to close collaboration were extremely favorable. There was no doubt in the teachers' minds that the LEP children had progressed much better and much faster than in previous years. Collaborating teachers seemed eager to continue their efforts, even suggesting to meet over the summer to plan for the new school year.

The teachers agreed that an integrated approach to instruction made more sense than teaching skills in isolation. The writer was convinced that the whole language precepts set forth by Goodman (1986) were essential to not only language acquisition but also to student comprehension. Listening, speaking, reading, and writing integrated with meaningful activities and experiences allowed students to learn in different ways, thereby addressing their different learning styles. The integrated method of instruction is corroborated by Chamot and O'Malley (1989) in their description of the

cognitive academic language learning approach (CALLA). Handscombe (1989) describes an ideal ESL program as one that is integrated. "In kindergarten through grade eight settings, what is required is a team of professionals working together..." (p. 11). Further, "a good language program needs to be firmly linked to the academic and social program of the school with the content of the language program being derived from the language demands made by the regular curriculum..." (p. 9).

Reorganization of schools calls for a major shift in thinking about how children learn. Taylor (1990) maintains that making the shift is a slow process, but it can be facilitated when, among other things "teachers work together to explore their own literacy configurations, to share their expertise, to help each other develop new understandings, to share viewpoints on specific issues, and to work together on the construction of biographic literacy profiles for the children that they teach" (p. 65).

Hudelson (1989) affirms several points that the writer concluded:

(1) Students learn both content and language by being active, by doing things, by participating in activities directly related to specific content...

(2) Students learn both content and language by interacting with others...

(3) All language processes are interrelated.

(4) The acquisition of written language is a holistic process as is the acquisition of oral language.

(5) Background knowledge may be activitated or developed through classroom activities that involve all of the language process, including reading from a variety of sources other than the textbook (pp. 139-140).

Recommendations

The writer recommends the following:

(1) That collaborating teachers at the school site continue their efforts and expand their efforts to include teachers of all grade levels; and,

(2) That a comprehensive system for tracking the progress of LEP students be developed to include not only quantitative but also qualitative assessments.

Dissemination

The writer plans to produce a videotape that will provide teachers and parents with an insight of how a whole language classroom is organized and operates on a daily basis. Hopefully, many of the strategies successfully developed over the years will be useful to those teachers currently being challenged by the instruction of so many limited English proficient students.

References

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APPENDIX A

PRELIMINARY NEEDS ASSESSMENT SURVEY

Appendix A

Preliminary Needs Assessment Survey

Circle One Y = Yes N = No

1. Do you feel that instruction to limited English proficient students is as effective as it could be at this school? Y N
2. Do you think there is a need for coordination of curriculum, teaching objectives, and record keeping among the ESOL staff? Y N
3. Do you receive up-to-date information regarding available ESOL teaching materials, conferences, and professional organizations? Y N
4. Do you subscribe to any professional journal or magazine that directly relates to teaching English or to teaching LEP children? Y N
5. Are your plans as closely coordinated with the bilingual content area teachers as they could be? Y N
6. Do you make a concentrated effort to coordinate content area plans with the bilingual content area teachers? Y N
7. Are you familiar with whole/integrated language strategies? Y N
8. Within the last year, have you attended any

workshops, conferences, or symposiums (other than those required for ESOL certification) that directly relate to teaching English or teaching English as a second language? Y N

9. Do you think that periodic "brainstorming" or cooperative sharing among the ESOL teachers would be helpful? Y N

10. Are your objectives coordinated with regular classroom teachers at your grade level/levels? Y N

APPENDIX B

SAMPLE QUESTIONNAIRES PERTAINING TO WORKSHOPS, INTERSCHOOL OBSERVATIONS, INTEGRATED TEACHING STRATEGIES, AND INTEGRATED CURRICULUM

Appendix B

Sample Questionnaire Pertaining to Workshops, Interschool Observations, Integrated Teaching Strategies, and Integrated Curriculum

Workshops

1. Did you find the basal reading workshop useful? Y N
2. Were you provided with sufficient information for implementing the new reading program? Y Y
3. Did the workshop answer questions with regard to student assessment? Y N
4. Do you feel confident about developing integrated lesson plans? Y N

Interschool Observations

1. Did you benefit from the opportunity of visiting classrooms using integrated language strategies? Y N
2. Did you see the differences in teaching by integrating all subject matter rather than by isolating it? Y N
3. Do you agree with an integrated approach? Y N
4. Did you observe ESOL/bilingual classes? Y N
5. Did you gain any new ideas that you may

use in your classroom? Y N

Integrated Teaching Strategies

1. Are you attempting to integrate the literature series with other learning areas? Y N
2. Do your students maintain writing journals? Y N
3. Do you provide weekly/daily opportunities for co-operative learning in your classroom? Y N
4. Do you teach reading in groups or in a total group? Y N
5. Are supplementary materials integrated with classroom materials? Y N
6. Is homework consistently reflective of classwork? Y N

Integrated Curriculum - Self-contained ESOL/ Bilingual

1. Do you feel that integrating your plans with mainstream plans has been beneficial for the LEP children? Y N
2. Is this year's group of LEP students progressing better than last year's? Y N
3. Do you feel LEP students are receiving instruction that is on a par with that in mainstream classes? Y N
4. Are supplementary bilingual/ESOL materials related to materials used in mainstream classrooms? Y N

5. Do you feel isolated from mainstream classes?

   If no, has collaboration helped? Y N

APPENDIX C

POST-IMPLEMENTATION TEACHER EVALUATION SURVEY

Appendix C

Post-implementation Teacher Evaluation Survey

1. Did you enjoy collaborating with other teachers at your grade level? Do you want to continue? Y N
2. Do you integrate your lesson plans? Y N
3. Are LEP students keeping up with mainstream students? Y N
4. Did you object to sharing materials? Y N
5. Do you agree with an integrated language approach to learning? Y N
6. Are you more familiar with integrated language teaching strategies than you were a year ago? Y N
7. Was there a willing interchange of ideas and materials? Y N
8. Was bilingual instruction integrated with ESOL self-contained and mainstream classes? Y N
9. If applicable, do you feel the self-contained students benefited from bi-lingual instruction that was coordinated with ESOL/mainstream plans? Y N
10. At this point, can you compare this year's students with last year's? Higher _____ (Y) Lower _____ (N)

11. As a result of this practicum effort, do you feel that you have professionally grown by increasing your knowledge, perception, and sensitivity towards students with linguistically different backgrounds? Y N

APPENDIX D

PRETEST AND POSTTEST ORAL LANGUAGE PROFICIENCY INTERVIEW - WRITER MODIFIED

Appendix D

Pretest and Posttest Oral Language Proficiency Interview - Writer Modified

1. What is your name? (first and last)
2. How old are you?
3. Who is your teacher?
4. What is the name of your school?
5. What is your brother's/sister's name?
6. What is your telephone number?
7. What time do you need to be in school?
8. Tell me how much money you need for lunch.
9. What do you need to bring to school every day?
10. If there is a field trip, who needs to write their name on the permission form? What will you do with the form?
11. If you need a piece of paper, what do you say?
12. If you need to use the bathroom, what do you say?
13. If you are thirsty, what do you say?
14. If you need a pencil, what do you say?
15. If you are sick and need to call home, what do you say?
16. Tell me about the animals on a farm.
17. What did you see at the seaquarium?
18. Who takes care of the animals at the zoo?
19. Tell me the zoo poem we learned.
20. Tell me about the five senses. Match the picture with the sense you would use.

21. Tell me about plants. Draw a picture of a plant. Tell me what plants need to grow. Tell me the parts of a plant.
22. Tell me the name of your favorite story. Will you tell it to me?
23. What is your favorite song? Will you sing it with me?
24. Tell me what rhymes: bat, bug, rat, bee?
25. Tell me the opposites: up (down), big (little, small), in (out), happy (sad).

APPENDIX E

TEACHER OBSERVATION CHECKLIST - SAMPLE

Appendix E

Sample - Teacher Observation Checklist

Ongoing Developmental Objectives

1. Language (English) Expression
   a. can tell first and last name and age
   b. can identify other family members
   c. can ask for what is needed or wanted
   d. can relate personal experiences
   e. can describe pictures
   f. can comprehend and follow classroom directions
   g. uses one word or two words in conversation
   h. uses phrases in conversation
   i. uses complete sentences in conversation
2. Writing Ability
   a. demonstrates left-to-right directionality
   b. can write name with correct capitalization
   c. letter recognition - capital and lower case
   d. word recognition - color words, number words
   e. labels pictures
   f. copies words
   g. can identify punctuation marks - ?,!.
3. Listening Skills
   a. follow one-step directions
   b. follow two-step directions
   c. retell a story, song, or poem (after listening)

d. identify rhyming words

4. Story Comprehension

a. identify parts of book

b. identify characters

c. identify beginning, middle, and end

d. tell what the author does

e. tell what the artist/illustrator does

f. identify details in a story

g. retell the story

5. Concepts of Numbers

a. can identify shapes

b. match one-to-one numbers 1-10

c. form sets

d. identify more/less

e. compare numerals to number words

f. can orally count to twenty

APPENDIX F

RESOURCE LIST

Appendix F

Resource List

Shared reading books:

Asch, F. (1985). Bear shadow. New York: Scholastic.

Barchas, S. (1975). I was walking down the road. Ontario, Canada: Scholastic-TAB Publications.

Berenstain, S., Berenstain, J. (1971). Bears in the night. New York: Random House.

Campbell, R. (1982). Dear zoo. Harmondsworth, Middlesex, England: Penguin Books.

Campbell, R. (1987). It's mine. London: Campbell Blackie Books.

Campbell, R. (1988). My presents. London: Campbell Blackie Books.

Carle, E. (1968). 1, 2, 3 to the zoo. New York: Philomel Books.

Carle, E. (1987). Will you be my friend?. (First Harper Trophy Edition). New York: Thomas Y. Crowell.

Carle, E. (1989). The very hungry caterpillar. (Scholastic Big Book Edition). New York: Scholastic TAB.

Children's Television Network. (1982). In 7 out, up & down. New York: Random House.

Cowley, J. (1980). Hairy bear. Aukland: Shortland Publications.

Cowley, J. (1982). Grumpy elephant. San Diego, CA: The Wright Group.

Cowley, J. (1982). The pumpkin. Aukland: Shortland Publications.

Cowley, J. (1982). Rum tum tum. Aukland: Shortland Publications.

Cowley, J. (1983). A monster sandwich. San Diego, CA: The Wright Group.

Cowley, J. (1983). Hello. Aukland: Shortland Publications.

Cowley, J. (1983). I am frightened. Aukland: Shortland Publications.

Cowley, J. (1983). On a chair. Aukland: Shortland Publications.

Cowley, J. (1983). The farm concert. Aukland: Shortland Publications.

Cowley, J. (1984). Mrs. Wishy Washy. Aukland: Shortland Publications.

Cowley, J. (1986). Buzzing flies. San Diego, CA: The Wright Group.

Cowley, J. (1986). Dinner. San Diego, CA: The Wright Group.

Cowley, J. (1986). I can fly. San Diego, CA: The Wright Group.

Cowley, J. (1986). I can jump. San Diego, CA: The Wright Group.

Cowley, J. (1986). The birthday cake. San Diego, CA: The Wright Group.

Cowley, J. (1986). The king's pudding. New York: Modern Publishing.

Cowley, J. (1987). Noise. San Diego, CA: The Wright Group.

Cowley, J. (1987). Old grizzly. San Diego, CA: The Wright Group.

Cowley, J. (1987). Red socks and yellow socks. San Diego, CA: The Wright Group.

Cowley, J. (1987). Spider, spider. San Diego, CA: The Wright Group.

Cowley, J. (1987). The cooking pot. San Diego, CA: The Wright Group.

Cowley, J. (1987). Wake up mom!. San Diego, CA: The Wright Group.

Cutting, B., Cutting, J. (1988). Alien at the zoo. San Diego, CA: The Wright Group.

Dr. Seuss. (1975). Green eggs and ham. New York: Random House.

Eastman, P.D. (1960). Are you my mother?. New York: Random House.

Fox, M. (1988). Hattie and the fox. (First American Big Book Edition). New York: Bradbury Press.

Gergely, T. (1971). Emily's moo. (In The read-it-yourself storybook, Leland Jacobs, Ed.) Madison, WI: Western Publishing.

Ginsburg, M. (1980). Good morning, chick. New York: Mulberry Books.

Hill, E. (1980). Where's Spot?. New York: Putnam.

Hill, E. (1982). Spot's first walk. New York: Putnam.

Hill, E. (1985). Spot goes to the beach. New York: Putnam.

Hillert, M. (1981). What am I?. Chicago: Follett Publishing.

Hooker, Y. (1978). The little green caterpillar. New York: Grosset & Dunlap.

Hutchins, P. (1988). Rosie's walk. New York: Scholastic.

Kraus, R. (1987). Leo the late bloomer. New York: Windmill Books.

Lopshire, R. (1960). Put me in the zoo. New York: Random House.

Martin, B. (1967). Brown bear, brown bear, what do you see? New York: Henry Holt and Company.

Moerbeek, K. (1989). New at the zoo. Los Angeles, CA: Intervisual Communications.

Morris, A., Falconer, E. (1986). My cat Peter. New York: Simon & Schuster.

Oppenheim, J. (1990). Follow that fish. New York: Bantam Books.

Oxenbury, H. (1967). Numbers of things. London: Collins Publishing.

Peters, S. (1980). Trick or treat Halloween. Mahwah, NJ: Troll Associates.

Rann, T. (1990). My first look at colors. New York: Random House.

Rius, M., Parramon, J. (1986). The seaside. Woodbury, NY: Barron's Educational Books.

Tafuri, N. (1986). Have you seen my duckling?. New York: Viking Penguin.

Van Allen, R. (1985). At the zoo. Allen, TX: DLM Teaching Resources.

Van Allen, R. (1985). I love ladybugs. Allen, TX: DLM Teaching Resources.

Williams, R. (1990). Call 911. Bothell, WA: The Wright Group.

Winter, P. (1976). The bear and the fly. New York: Crown Publishers.

Ziebel, P. (1989). Look closer!. New York: Clarion.

Ziefert, H. (1985). Where's my Easter egg? New York: Viking Penguin.

Ziefert, H. (1986). Nicky's noisy night. New York: Viking Penguin.

Ziefert, H. (1986). Nicky's picnic. New York: Viking Penguin.

Ziefert, H. (1987). Jason's bus ride. New York: Viking Penguin.

Ziefert, H. (1987). Nicky upstairs and down. New York: Viking Penguin.

Ziefert, H. (1988). Thank-you, Nicky!. New York: Viking Penguin.

Ziefert, H., Nicklaus, C. (1985). So sick!. New York: Random House.

Ziefert, H., Smith, M. (1988). What do I touch?. New York: Bantam Books.

Ziefert, H., Smith, M. (1988). What do I smell?. New York: Bantam Books.

Ziefert, H., Smith, M., (1988). What do I taste?. New York: Bantam Books.

Traditional Fairy Tales:

Goldilocks and the three bears. (1989). (Big Book Edition).

Reading, MA: Addison-Wesley.

Henny Penny. (1987). St. Louis, MO: Milliken Publishing.

Jack and the beanstalk. (1969). New York: Western Publishing.

Little red riding hood. (1987). St. Louis, MO: Milliken Publishing.

The gingerbread man. (1989). (Big Book Edition). Reading, MA: Addison-Wesley.

Zemach, M. (1983). The little red hen, an old story. New York: Farrar, Straus & Giroux.

The three billy goats Gruff. (1989), New York: Scholastic TAB Publications.

The three little pigs. (1989). (Big Book Edition). Reading,MA: Addison-Wesley.